DOCUMENT RESUME

ED 153 437 EC 110 386

AUTHOR Lazar, Alfred L.
TITLE Some Do's and Don'ts When Visiting Special Education Facilities in the Soviet Union & a Select Bibliography on Special Education in the Soviet Union.
PUB DATE May 78
NOTE 13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session F48); This paper was part of a session titled: Visiting Special Education Facilities in Europe

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Bibliographies; *Foreign Countries; *Handicapped Children; School Visitation; *Special Education
IDENTIFIERS *USSR

ABSTRACT

The author offers 12 suggestions for special educators visiting schools and agencies for the handicapped in the Soviet Union. A bibliography of 61 references is provided, including 55 citations on special education in Russia. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED153437

SCHOOL OF EDUCATION - Special Education Program

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN
56th Annual Conference

Kansas City, Missouri
May 2 -- 5, 1978

SOME DO'S AND DON'TS WHEN VISITING SPECIAL EDUCATION FACILITIES IN THE SOVIET UNION & A SELECT BIBLIOGRAPHY ON SPECIAL EDUCATION IN THE SOVIET UNION

by

Alfred L. Lazar
Professor

(This paper was part of a session titled: Visiting Special Education Facilities in Europe, chaired by Deforest L. Strunk, University of San Diego)

EC110386

LONG BEACH CALIFORNIA 90840
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

INTRODUCTION

Beginning about 1972 there was a fundamental shift in Soviet policy and attitude toward the visitation of their great nation by individuals from the West. Since 1974, there has been a growing trend for special educators in the United States to travel and visit with their professional counterparts in the Soviet Union. This growing interchange of questions, ideas, and ways of serving the handicapped and gifted in both great nations is vital and rewarding for all concerned.

The purpose of this paper will be to offer some suggestions for special educators planning to travel to the Soviet Union to visit special agencies and schools for the handicapped and gifted. One might be tempted to ask why ? The answer being that cultural and political differences do exist and a knowledge of how these major variables can influence one's social role is important, least one reduces his or her effectiveness to communicate with their Soviet counterpart. Thus, some effort will be to touch upon some norms of conduct to be used by the American special educator in trying to communicate and understand his Soviet colleagues. Some specific suggestions will be made to enhance both roles - guest and host for all concerned.

One might be tempted to challenge this writer as to qualifications to take on the task of advising others. This writer has visited the Soviet union twice with two professional study seminar groups, the first time in 1974, and again in 1976. In addition to his rich first hand experience, an extensive review of related literature, an sharing of observations with both American and Russian colleagues, he is also slavic by birth and shares a common heritage with his Soviet colleagues.

SOME DO's AND DON'Ts

A dozen basic suggestions are offered to the colleague planning to visit special education in the Soviet Union. They are as follows:

1. Learn to use the name Russia versus Soviet Union. The name Russia was generally used to refer to the total land mass now called the Soviet Union before the 1917 Revolution. Use of the name Russia or Russian should be restricted to the largest and most prominent of the USSR's 15 republics.

The (RSFSR) Russian Soviet Federated Socialist Republic contains close to half the total of the population of the USSR, the capital, Moscow, and many of the nation's major cities.

A visitor is less apt to be corrected in Moscow when calling the Soviet Union by the name of Russia, than in the other 14 states, including Armenia, Ukraine, and Azerbaijan. There tends to be some strong regional identity, so care must be excercised.

2. Soviet's tend to think big, but why not, and would'nt you ? Remember, the USSR is the largest country in the world. Covering some 8,647,250 square miles, it is over twice as big as China, or the United States, and seven times as large as India.

This point is made so that the visitor can understand and accept the Soviet tendency to think "big." It can also reflect the difficulty and complexity of problems that confront the Soviet special educator in his planning for educational services.

The traditional Five Year Plan guides all planning, including educational. Even special education planners in the Soviet Union are guided by their goals and objectives as listed and stated in the Five Year Plan. The Institute for Defectology in Moscow provides some major input in this area. Yet, it is important to be aware that each of the 15 USSR republics have such an institute. Thus, when planning in other republics, try to have your Intourist guide arrange for you to visit.

3. Use care when discussing political issues of state. Remember, a political crime against the state is far more serious tha a social one, such as drugs. Don't criticize the USSR government, it's current leaders, or Lenin. Nor make fun or poke puns at them.

When you approach the political realm of discussion, you might be ignored by your Soviet colleague, or given a cold stare and official Soviet reply. Remember, when your Soviet counterpart is responding, the nature of the reply carries survival implications.

This writer found that once you gain their respect and thrust, they will discuss many things on a one to one basis in a safe zone for communications. In some cases they might even initiate the questioning.

4. Follow the rules and laws of the Soviet Union. Avoid playing the "black market game" because you you can get burnt. You are in a police state that strives to control it's citizens, so don't expose your self and Soviet colleagues to uneeded risks and dangers. Maybe it would be a good idea to think Soviet, which is with caution and fear of strangers.

5. Read up about the Soviet spcial education system before going. This will allow you to adk more meaningful questions and command the respect of your professional counterparts. Two basic readings are Windows on Russia edited by J. Gallagher, and The Russians by H. Smith. The first will give you insights into Soviet special education, and the latter, a comprehensive look at the total social, political, and economic structure.

One major complaint about visitors, as related by Soviet professionals, is the lack of understanding about the status of program development in the Soviet Union.

Another complaint is about the superficial questions often asked. Allied to this one, is also the desire to meet the major leaders by nearly all visitors. The Soviets have great respect for those with high credentials, that is demonstrated achievements in their respective field. As an example, during one of my visits, a teacher of the trainable mentally retarded wanted to meet Luria. When asked why by the guide, the reply was, " So that I can tell people back home." It is incidents such as this which makes it more difficult for individuals with more distinguished backgrounds to meet their counterparts.

As one Soviet professor stated, "All American professionals have the curious idea that they are all equal, while in the Soviet Union we know that is not so."

6. Remember, the USSR is a land of many cultures, being comprised with more than 100 different nationalities and ethic groups. Careful observation in the larger cities affords an opportunity to view this great diversity of people.

7. For some Americans, the term Kremlin bears some sterotypes derived from our own propaganda about the Soviets. Be sure to visit the Kremlin. It was a fortress in medieval times, but now contains a museum and some ancient churches that reveal the history of old Russia.

In addition, the Kremlin is the seat of political power for the Soviet government and communist party. Red Square that is adjacent to the Kremlin is also an impressive sight to see.

8. When visiting schools, hospitals, or other agencies, be appreciative and cooperative. Avoid patronizing remarks to staff and counterparts. Also avoid making critical comparisons between their system and ours in front of them.

Ask permission before taking pictures or taping discussions. Be sure to thank the staff and counterparts when leaving. Gum and matches, and small bars of soap make excellent little tokens of appreciation.

9. Before trying to break or change the days agenda, check with your guide. It is amazing what they can do for you if they like you. They have more influence than the typical guide in the states. Read Smith's book to know why.

10. The special educational services and education per se are based upon Marxism-Lennism principles and ideology. Thus the more knowledge you have of this political base, the better you can understand the educational planning and implementation.

As a case in point, one can look at the official view towards certain psychological tests and IQ constructs that are rejected because of ideological assumptions.

11. Mainstreaming is a major force for the handicapped in the United States today, yet, in the Soviet Union, mainstreaming is rejected as an educational practice.

12. Finally, remember, that certain categories of exceptionality used in the United States may not mean the same in the Soviet Union. Semantics can be a difficult problem.

Bibliography of Suggested Readings

A. This is the MUST list. Don't take this book with you because you will not be allowed to enter with it. It will be taken from you upon arrival and returned when you leave. It offers the most recent insight into the Soviet social system, including education. It will help you understand the behavior of your colleagues, and how to and what to discuss with them and when and where. It is a survival guide to a police state situation.

1. Smith, Hedrick. The Russians, 1976. The Quadrangle/The New York Times Book Co.

B. This list contains some excellent guide books that provide background information and what to try and see during your free time. Have maps of places to eat and some limited shops to visit. These you can carry with you into the USSR.

1. Louis, Victor and Louis, Jennifer. The Complete Guide to the Soviet Union. 1976. St. Martin's Press, N.Y. $ 7.95.

2. Felber, John E. American's Tourist Manual for the U.S.S.R. 1976. International Intertrade Index, New Jeresy.

3. McDowell, Bart Journey Across Russia: The Soviet Union Today. 1977. Prepared by the Special Publications Division National Geographic Society, Washington, D.C.

   NOTE: Don't carry this one with you because of the weight.

4. Kirchner, Walter. History of Russia, 1950, Barnes & Noble, NY. A College Outline Series.

   NOTE: This is somewhat dated, but offers an excellent outline of ancient Russia and the Soviet Union through 1945.

C. A comprehensive listing of publications concerning special education, handicapped, and gifted in the Soviet Union. All sources cited in Exceptional Child Abstracts/Resources have been included from Volume 1 through Volume 9 Number 3. Sources found in other publications have also been included.

1. Anastasiow, N. J., and others. Educational Research and Development. In J. Gallagher's (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington, D.C. pp. 16-37.

2. Apple, L., Blindness in the Soviet Union, Rehabilitation World: 2 (4) 4-7,38, Winter, 1976/77.

3. Blodgett, D., and others. Programs and Organizations Serving the Handicapped. In J. Gallagher's (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington. D.C. pp. 80-99.

4. Bronfenbrenner, U., Two Worlds of Childhood: US and USSR. 1970. NY, Russell Sage Foundation.

5. Chabe, A. M., Soviet Education: It's Impications for the United States Education, The Educational Forum: XLI (1) 15-19 (November) 1976.

6. Chauncey, H. (ed.) Soviet Preschool Education, Vol. I: Program of Instruction. NY. Holt, Rinehart & Winston. 182 p.

7. Das, J. P., Upbringing and Education of the Special Child in the USSR, Mental Retardation Bulletin: 4 (1) 3-9, Spring, 1976.

8. Davis, P. A., Education of the Visually Impaired in the Soviet Union. Education of the Visually Handicapped 1973, 5, 20-24.

9. Gallagher, James J., Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington, D.C. p. 118.

10. Gallagher, J. J., and Caldwell, B.M., Sequential Educational Planning in the Soviet Union. In J. Gallagher (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington, D.C. pp. 52-61.

11. Geer, W., and others. Impressions of Special Education Soviet Style. Exceptional Children, 1973, 44, 111-117.

12. Gordeyeva, M. Focus: On Programs for Handicapped Russians. Performance: 24, 14-27, 1974.

13. Hainstock, E., Cllectivism vs. the individual. Children's House: 6, 9-13, 1973.

14. Hampton, R., A Visit to Workshops in Communist Countries. Rehabilitation Record: 11, 22-25, 1970.

15. Hebeler, J. and Wilderson, Jr. Training Teachers of the Handicapped. In J. Gallagher (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington. D.C. pp. 38-51.

16. Hewett, F. and Wilderson, Jr. F., Developmentally Backward and Emotionally Disturbed Children. In J. Gallagher (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington, D.C. pp. 62-71.

17. Holowinsky, I.Z., Training of Defectologists and Special Educators in the Soviet Union. Journal of Special Education: 11 (4) 469-471 (Winter) 1977.

18. Holowinsky, I.Z., Special Education in Eastern Europe: Assessment & Evaluation in the Soviet Union. Journal of Special Education: 10 (1) 107-110 (Spring) 1976.

19. Holowinsky, Ivan Z., Preschool Education and Research in the Soviet Union. In L. Mann & D. Sabatino (eds) The Second Review of Special Education. Philadelphia, JSE Press, 1974. pp 377-392.

20. Holowinsky, I.Z., Special Education in Eastern Europe: Etiology & Classification. Journal of Special Education 7, 109-111, 1973.

21. Hurwitz, A. The US and USSR: Two Attitudes Towards the Gifted in Art. Gifted Child Quarterly: 20 (4) 458-465, (Winter) 1976.

22. Kety, S. S., Report of the Mission to the USSR: President's Panel on Mental Retardation, Public Health Service (DHEW), Washington, D.C. 1962.

23. Kulicheva, N. Organization of Recreation for the Blind in the USSR. All-Russia Society for the Blind, Moscow, 1972, 41 p. EC 06 2055 ED 091 898

24. Lazar, A., Lazar, P., & Mandel, J., Organization of the USSR Institute of Defectology, Mental Retardation Bulletin: 5 (2) 70-75, 1977.

25. Lazar, A., & Mandel, J., The USSR Scientific Research Institute of Defectology: An Organizational Chart. Unpublished report. Department of Educational Psychology, California State University Long Beach, July, 1976, page 7.

26. Lubovsky, V. J., Defectology: The Science of Handicapped Children. International Review of Education, 1974, 20, 298-305.

27. Luria, A. R., Higher Cortical Functions in Man. 1966, NY, Plenum Publishing Corporation.

28. Martin, E. Jr., and others. Administration of Education for Handicapped Children in the Soviet Union. In J. Gallagher (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington, D.C. pp 2-15.

29. Mathhews, J. and Martin, E. Jr., Speech and Language Development. In J. Gallagher (ed.) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents, U.S. Printing Office, Washington, D.C. pp. 72-79.

30. Moores, D. F., Early Childhood Special Education for the Hearing Handicapped. 1973. Minnesota University, Research, Development and Demonstration Center. 26 p.

31. Moores, D.F., Neo-Oralism and the Education of the Deaf in the Soviet Union. Exceptional Children: 38, 377-384, 1972.

32. Nazzaro, Jean. Mental Retardation in the Soviet Union, Education & Training of the Mentally Retarded. 8, 66-71, 1973.

33. Nikolayeva, A., Educating Deaf Children in the USSR. Deaf American, 26, 1974. p. 16

34. Novikova, L.A. Blindness and the Electrical Activity of the Brain: Electroencephalographic Studies of the Effects of Sensory Impairment. 1974. American Foundation for the Blind, Inc., NY. (This is an English translation of a book published in the Soviet Union, 1976)

35. Problems of Psychology of Mentally Retarded Children. No date. Institute of Defectology, Academy of Pedagogical Sciences, Moscow, Russia. 83. p.
EC 06 2155 ED 091 919

36. Problems of Mental Development of Handicapped Children. 1966. Materials for the 18th International Congress of Psychology. Institute of Defectology. RSFSR Academy of Pedagogical Sciences. Moscow, Russia. 55 p.
EC 06 2158 ED 093 095

37. Prokofyev, M. Public Education: USSR, Yesterday, Today, and Tomorrow. 1972, 119 p.
EC 06 2058 ED 091 301

38. Radin, N. Preschool Programs of the U.S.S.R. Child Welfare, 1971, 49, 29-36.

39. Reports by the Members of the Institute of Defectology of the APS/USSR/Moscow to the First Congress of the International Association for the Scientific Study of Mental Deficiency. (Montpellier, France, September 12-20, 1967. Institute of Defectology, Academy of Pedagogical Sciences, Moscow, Russia, 1967. 78 p.
EC 06 2157 ED 091 920

40. Rosen, S. and others. Epidemiologic Hearing Studies in the USSR. Archives of Otolaryngology, 1970, 91, 424-428.

41. Segal, S.S. (ed.) Backward Children in the U.S.S.R. Leeds, England: E.J. Arnold & Son, Ltd., 1966.

42. Selected Material on Social Security Programs in the U.S. of America and abroad effecting the Mentally Retarded. Secretary's Committee on Mental Retardation. 1971. Washington, D.C. 20 p. (Sweden, Netherlands, Great Britain, and the Soviet Union are compared with the U.S.)

43. Short Communications Prepared for the Second Congress of the International Association for the Scientific Study of Mental Deficiency. Warsaw, 1970. Institute of Defectology, Academy of Pedagogical Sciences, Moscow, Russia. 1979. 47 p.
EC 06 2156 ED 093 094

44. Shulman, C. Impressions of a Journalist. In J. Gallagher (ed) Windows on Russia: A report of the United States-USSR Seminar on the instruction of handicapped children. 1974. Supt. of Documents. U.S. Printing Office, Washington, D.C. pp. 100=114.

45. Smith, Frank, & Miller, G., (eds.) The Genesis of Language: A Psycholinguistic Approach. 1966. The M.I.T. Press, Mass. Institute of Technology, Cambridge, Mass.

46. Special Education (Fifth Chapter of Education in the USSR). 1972. 13 p.
EC 06 2159 ED 091 921

47. Trutneva, K. Prevention of Blindess in the USSR. All-Russia Society for the Blind. Moscow, Russia. 1972. 25 p.
EC 06 2054 ED 091 897

48. Vlasova, T.A. Recent Advances in Soviet Defectology. In J. Wortis (ed.) Mental Retardation and Developmental Disabilities. NY: Brunner/Mazael, Inc., 1973. pp. 186-202.

49. Withrow, F. Education of the Deaf Child in Russia. Deaf American. 1973, 26, 7-8.

50. Yazina, A. General Principles of Organization of Production. All-Russia Society for the Blind, Moscow, Russia. 1972. 23 p.
EC 06 2056 ED 091 899

51. Zaporozhets, A. and Elkonin D. (eds.) The Psychology of Preschool Children. M.I. T. Press. 1971. Cambridge, Mass.

52. Zemtzova, U. and others. The use of the remaining sensory channels (safe analyzers) in compensation of visual function in blindness. American Foundation for the Blind. 1962. 18 p.

53. Zemtsova, M. Education of the Blind and People with Weak Sight in the USSR. All-Russia Society for the Blind. Moscow, Russia. 1972. 26 p.
EC 06 2057 ED 091 900

54. Zimin, B. To live and work. All-Russia Society for the Blind, Moscow, Russia. 1972. 72 p.
EC 06 2053 ED 091 896

55. Zimin, B. Raising the Welfare of the Blind in the USSR. All-Rissia Society for the Blind, Moscow, Russia. 1972. 21 p.
EC 06 2052 ED 091 895

56. Zongolowicz, H., Larman, D., and Shinker, A., A report on special education in Russia. The Pointer: 22 (3) 85-86 (Spring) 1978.

SUMMARY

The purpose of this paper was to provide some suggestions to guide the behavior of those planning to visit special education facilities in the Soviet Union. The implications of twelve do's and don'ts were discussed as relates to both guest and host relationships. A select bibliography divided into three major sections for reading prior to visitation was given. This third part of the bibligraphy contains 55 basic references about special education in the Soviet Union, making it one of the most comprehensive listings to date.